

# Make a Moustache

## Lower Primary

### Activity 3

#### 'My Outdoor Classroom' Lesson Plan

##### Visual Arts

- Use of a variety of techniques, to create 2D and 3D artwork inspired by personal experiences, ready for display (ACAVAM108)

##### English

- Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)

*Elaborate on, extend and integrate this activity with other learning where possible.*

##### Resources:

- Printed 'My Outdoor Classroom' Nature Passport booklets
- A mirror (so students can see their creations)
- Natural items (gathered during the activity)

Class : .....

Date : .....

Weather : .....

#### Introduction

This is a fun, tactile activity that promotes creativity and resourcefulness.

#### Before You Head Out



*Consider using a camera or the Nature Passport App to take photos and record the activity (See the Reflection/Discussion section for further details).*

- Show some photographs of different types of moustaches and share some funny nicknames that exist for them: Mouth Brow, Nose Neighbour, Caterpillar, Lip Foliage, Handlebars, Whiskers, 'Stache, Lip Sweater.
- Ask the class why they think these nicknames exist and then invite them to try and match some of the nicknames to the photographs.
- As a class brainstorm any other creative nicknames for a moustache.
- Explain that in this activity they will be using natural materials to make their own moustache. Model some examples (eg: a leaf or twig balanced on your upper lip).
- Ask your students to think about what sort of moustache they want to make? Fluffy, fuzzy, straight, curled, rugged, or fancy?

## Make a Moustache Activity Steps

- 1 Go outside with your class and search for your very own moustache materials. You can make your moustache out of twigs, grass or other things you can find.
- 2 Use the mirror/s to check out your moustache creations as you go.
- 3 Gather in a circle as a class. Choose your favourite moustache, balance it on your upper lip, and show the class your new “all natural” facial hair!
- 4 When your moustache is in place, take it in turns to introduce yourself to your classmates, without it slipping off your face.
- 5 When you’re ready to shed your first facial hair, why not keep it going and test a different nature moustache for round two?



You can download the free **Nature Passport** app on both the **App Store** and **Google Play Store** to complete this activity and many more!

Visit the website at [www.naturepassport.org](http://www.naturepassport.org), where you’ll find lots of useful information for families and teachers on how best to use Nature Passport.

## Reflection/Discussion

- Extend this activity by having students keep their moustache materials to glue on to a picture of a face (in their Nature Passport Booklet or Field Journal). On their picture, have them write a descriptive label for their moustache (fuzzy, straight etc) and talk about whether there is a funny nickname they could give it or if they know anyone (family, other teachers at the school etc) that has a moustache that looks like this.
- As a class, you might also want to discuss what natural materials (leaves, grass, twigs etc,) could be used to represent other facial features and, in groups, create giant faces (stuck on to big pieces of butchers paper) using only natural materials. Have each group present their face to the rest of the class - talking about the facial features they included and what they used to make them.
- Prompt groups to elaborate on their oral presentation by asking about the expressions on their giant faces and how they achieved them (eg: does their face look happy, sad, angry? How did they make them look this way?).

### Elaboration/Extension Ideas

- Read a book to the class about someone that has a moustache and talk about it afterwards.
- If you have the 'Mr Potato Head' game, talk about how you can create different faces using the different parts and put it out for students to experiment with during activity time.

### Teacher Observations

- What worked well:
  
  
  
  
  
  
  
  
  
  
- What I would do differently next time:

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Print the Nature Passport Booklets for your students to use with this lesson!

